## Draft

## Best Practice for Progress Monitoring for Iowa Alternate Assessment 1%

Progress is monitored in order to make good instructional decisions. By monitoring the student's progress toward a goal, teachers can make instructional changes in a timely manner in order to best help the student meet their goal. Progress monitoring is done through brief assessments at regular and frequent intervals.

- Regular means equivalent assessments with the same types and same numbers of trials/questions/problems instructed toward mastery or 75%
- Frequent means assessment done often enough to provide data daily and/or weekly.

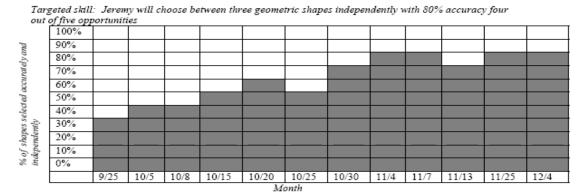
Tracking the data for progress monitoring is done through visual representations in a chart or graph.

- Data charts/graphs visually must display
  - Student personal information
  - A single learning goal/skill of the student
  - o Beginning Performance Data- initial data points of instruction
    - Must show that a new skill was taught, not skills the student already knows
    - Therefore, independence or accuracy (or both) must begin below 75%
  - Projected Performance Data- Goal line/Aim line
  - o Actual Performance Data- Plotted monitoring data points- dates of each activity

Behavior	Activity	8/9	8/12	Date 8/16		Settings	Notes
Choose between 3 items	Pictures	V+	V+	I+		Class	
	Words	-	M+_	V+		Computer	
	Books	-	-	I+		Class	
	Tapes	P+	V+	V+		Library	
	activities	-	-	-		science	
Criterion 4/5 correct with verbal prompt or independent		10%	20%	40%			

Code: (+) = Correct (-)= Incorrect (I)=Independent (V)= Verbal Prompt (M)=Model Prompt (P)= Physical Prompt

The graph must be labeled to clearly identify the information.



Emily Thatcher, Consultant, Iowa Dept of Ed 3/09